



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

# A GRADED COURSE IN SCHOOLROOM GYMNASTICS

---

JULIA ANNA NORRIS

School of Education, The University of Chicago

---

## GYMNASTICS BY COMMAND

This branch of schoolroom work is much more formal than the gymnastic story play; it is indeed characterized by military precision and control. It is to be introduced at the time when the child is getting beyond his delight in make-believe and dramatization and is entering upon his enjoyment of drill of all sorts. In general it is a good rule to drop the gymnastic story play at the end of the second year, and to use the more formal work from the third grade on.

The command itself consists of three parts: a preliminary, explanatory phrase in which the movement to be performed is indicated, a pause which gives the child time to go over quickly in his mind what he is to do, and the word of execution, which is the signal for the doing. For example, in the command "Hips firm and feet sideways—place!" "hips firm and feet sideways" explains to the child what the form of the movement is to be, the pause gives him time to apprehend it, and the word "Place!" is the signal for the performance of it.

The explanatory portion should be spoken distinctly and not too rapidly. It may consist of from one to several words, and its complexity or newness will largely govern the length of the following pause. Even a simple and often-used command, however, like "Hips—firm!" will be followed by better response if some short opportunity is given for grasping its import, in order that the slower children may be ready to join with the quicker ones in uniform action.

Skilful shading of the word of execution goes far in evoking the kind of response desired. Shot at the class in a snappy syllable it will bring action that is quick without being strong. Used more deliberately and forcefully it will rouse the muscles

to stronger action. Drawn out encouragingly it will often steady the class in holding its balance. A use of the staccato with rising inflection in counting will help to produce light, clean-cut foot work. Voice and manner should always show that the teacher recognizes the fundamental pleasure which every normal child takes in muscular exercise.

The command has a decided advantage over music in the gaining of corrective results. One has a natural repugnance for interrupting a musical accompaniment every minute or oftener to inject stimulating suggestions into a lesson, and much faulty performance is therefore allowed to slip by uncorrected. But with the command an exercise can be stopped at any point and the correction made at the moment it is needed. Moreover, when performed with musical accompaniment all movements must conform to the same rhythm, and all tend toward the same rather limited expenditure of muscular exertion. Each exercise should have its own rhythm, one quick, another slow, variations easily controlled by commands, as also are the variations in muscular energy proper to different exercises.

The command is good training for concentrated attention. The inattentive child stands out self-detected because of doing the wrong thing, and the shock brings his scattered wits to focus on the work in hand. In order to get the best effect the commands should never grow to be mere forms which the children learn the order of; it should be understood by the class that any variation may occur, and that their part is to be on the alert to comprehend and to act quickly. The children should not be allowed to anticipate the executive word by premature action, as the result will be a lack of uniformity.

Gymnastics must never be expected to perform the function of recreation, and therefore should not take the place of recess periods. By some authorities a gymnastic lesson is ranked next to mathematics in the degree of mental fatigue which follows it, and although it would not be safe to accept this as applying to all gymnastics, nevertheless it is good evidence that they do not at all remove the necessity for free play periods.

If possible the teacher should memorize the lesson so that

she may not lose her opportunity to inspire through having to make frequent reference to notes. A few memoranda on a rear blackboard, however, may relieve her mind of care without drawing attention to her dependence on them. But a memorandum carried about in the hand will often stand in the way of needed manual corrections. The fact that the order of movements is practically the same in all lessons affords a basis for memorizing which relieves the necessity of much of its burden.

The order of movements is generally as follows: (1) introductory, (2) leg, (3) arch, (4) arm, (5) balance, (6) abdominal, (7) back, (8) jump, (9) respiratory. A poise step may be introduced into the lesson, in which case the leg, balance, and jump classes are omitted.

The introductory class consists of brisk small movements for the purpose of gaining the attention of the class. Facings, march steps, and quick hand placings, used without preconcerted order, will call for keen concentration on the part of the pupil.

The leg class consists of movements which start the blood flowing rapidly through the large groups of leg muscles and pump along the venous circulation by alternate flexion and extension of ankle, knee, and hip joints.

The arch movements straighten the neck and upper spine into erectness and raise the chest. They are usually taken slowly and strongly.

The arm movements use the large groups of arm, shoulder blade, and chest muscles in such wise as to promote still further an erect posture.

The balance class is for the gaining of good poise, either through rhythmic poise steps, or by standing exercises in which the base of support is diminished, as by standing on one foot.

The abdominal class includes slow side twistings and side bendings of the trunk for the front and side abdominal muscles. Backward bending at the waist will be found to be omitted entirely; most people already have the sway-back tendency sufficiently well developed.

The back class includes all forward bendings, in which position gravity forces all posterior spinal muscles into action.

The jump class includes jumping, running, and dancing steps, and insures quickened heart rhythm and breathing.

The breathing movements are accompanied by arm movements which are always simple in character, in order that the attention of teacher and class may be given to the breathing rather than to the technique of arm work. The tempo of the arm movements should bear a direct relation to the natural rhythm of breathing.

The lessons progress in difficulty from week to week in various ways. The essential movement may be increased in difficulty, as in the progression from heel raising through heel raising and knee bending to heel raising and deep knee bending. The starting position of hands or feet may be increased in difficulty, e.g., a certain movement of the trunk may be easy if taken with the hands on the hips and much more difficult if taken with the hands stretched above the head. The length of time during which a gymnastic position is held may be increased by the introduction of accessory movements, e.g., trunk bending forward is simple, but it may become a difficult or a much more vigorous exercise if the position is maintained while certain arm movements are being performed. Closely related to this mode of progression is the combining and performing in a series of movements which may be simple in themselves, as arm and leg movements, arm and trunk movements, etc.

A short daily drill in sitting posture, alternating the erect and the resting position, should precede the standing exercises. In the resting position the back should rest against the back of the chair, but a caved-in chest is not necessary. In the erect position the weight should be balanced so far forward that there will be no strain in maintaining the posture. A little experimenting will show the difference between the conscious effort needed to hold an erect sitting attitude in which the body is tilted slightly backward and the ease with which a broad-chested, flat-shouldered position can be held if the balance is sufficiently far forward.

Every exercise should be preceded by the command, "Attention!" and followed by the command, "Left (or right) in place—

rest!" Thus the children are given frequent relaxation intervals two or three seconds in length, and on being called to attention again they make greater efforts for energetic attitude than would be the case if they knew there was going to be no respite from it. The rest position should be an orderly one, the child standing with one foot in front of the other, and sufficiently on the alert to give quick response to the command for attention.

In addition to this regular short period of relaxation the rest position should always be given if a new movement is to be explained. It is particularly important that the class should not be left to hold fatiguing attitudes while the teacher talks to them of faults to be overcome.

The illustration of new movements should be technically correct. If the teacher doubts her ability to show a complicated exercise in good form she should teach it to some child who may then act as a model, performing the movement at her command.

In general it is better for the teacher to refrain from performing movements with the class. The freedom she thus gains to move about the room observing and correcting is very valuable; the children on the other hand get a much better training for independence of action if they have no model to watch.

Occasionally, however, certain ends may be most quickly reached if the teacher takes a movement with the class. If the children are lagging, for instance, a quick response can usually be regained if they are given the chance to "race with" the teacher in some simple hand placing.

The position of the gymnastic lesson in the daily program should be such that it will facilitate other work. In general it should come between two lessons which are sedentary in nature, thus improving the children's power to grasp the second one. To put it at the beginning or the close of a session is to waste an opportunity. An arrangement which has worked excellently in upper grades places gymnastics at ten o'clock and recess at eleven, dividing the morning into three approximately equal periods. In the afternoon a break of five minutes for recreation in the middle of the session helps the children to do good work during the last hour.

The length of time given to the lesson should be fifteen minutes, except in the third and fourth grades where ten minutes proves long enough.

The costumes of the girls in the upper grades call for a few words. They must needs take their schoolroom gymnastics in whatever clothing they wear to school, and their enjoyment of and benefit from the work will depend largely on their being properly dressed. If the teacher can interest them or their mothers early in the year, before their arrangements for the winter are made, in having sensible dresses the advantage will be felt all the year. Loose waists and sleeves and the absence of a corset are the essentials. The girl should be able to stretch her arms high above her head without pulling apart or tearing her waist, and she should be free to bend and twist the trunk without restriction, which is impossible if she is corseted.

The boys should prepare for the lesson by removing their coats when they stand. Some boys object on the ground of convention, but the practice adds so much to the value of the lesson that it should be insisted upon.

In the following gymnastic lessons the term "fundamental position" means the erect standing position: heels together, weight poised forward, head high, chest high and round, shoulder blades flat, arms and fingers straight down at sides, eyes to the front.

The commands printed in italics indicate the preparatory and finishing positions. Those printed in ordinary type represent the essential movement, and should be repeated four or five times.

#### GYMNASTIC STORY PLAY FOR GRADE I

##### CHRISTMAS MORNING

(Adapted from *Gymnastic Stories and Plays*, by Rebecca Stoneroad, M.D.; D. C. Heath & Co.)

*Story*—The children have been sleeping all night and dreaming of the pretty toys they expect to find in the morning. It begins to grow light and they stretch their arms and try to wake up, but find it hard to get their eyes open so early. When they get up they find a Jack-in-the-box in their stockings and they try him to see how he works. They find a whip with a long lash for

snapping, a doll that can make a bow, a Jumping-Jack that hops merrily when his string is pulled, and, way down in the toe of the stocking, a whistle.

### *Exercises*

#### **1. Sleeping and Stretching**

Purpose: Arms and correction of chest.

Signals: A. Go to sleep.

Rest sitting position, with heads falling on chests and eyes shut.

##### **B. Stretch.**

Sit up straight, stretching arms upward and backward, eyes still closed. Repeat A and B three or four times.

##### **C. Wake up.**

Spring to straight sitting position with eyes open.

#### **2. Jack-in-the Box**

Purpose: Leg exercise and straight back.

Starting position: Standing position.

Signals: A. Down.

Bend knees strongly, keeping body erect.

##### **B. Up.**

Pop up to standing position quickly.

#### **3. Snapping the Whip**

Purpose: Correction of chest and shoulders.

Signals: A. Take whip in left (right) hand.

B. Snap. Make a large, sweeping outward circle with arm, ending with a quick jerk.

#### **4. Jointed Doll**

Purpose: Back exercise, straight back.

Signals: A. Bow.

Bend forward at hip joint, spine straight, finger tips pointing backward.

##### **B. Up.**

Straight standing position.

#### **5. Jumping-Jack**

Purpose: General exercise.

Signals: A. Up on toes.

##### **B. Hop—hop, etc.**

In the first hop land on toes with feet apart; in the second, with feet together.

At first give a separate signal for each hop; later let the children count rhythmically at the signal "Ready—hop!"

#### **6. Blowing the Whistle**

Purpose: Deep breathing.

Signals: A. Take up the whistle.

B. Breathe.

C. Whistle.

Blow through circular opening between thumb and index finger, making whistling sound.

*Miscellaneous Suggestions:*

Children may bring to school the toys mentioned and the teacher may use them as models or in various ways at her pleasure.

Children may suggest the next toy to be found, varying the order of exercise.

## GYMNASTIC STORY PLAY FOR GRADE II

### SANTA CLAUS'S VISIT

(Adapted from *Gymnastic Stories and Plays*, by Rebecca Stoneroad, M.D.; D. C. Heath & Co.)

*Story*—On Christmas eve Santa Claus comes driving over the house tops with his reindeer to leave Christmas presents, and he finds that it takes a hard pull to make his galloping steeds stop at the chimneys. It is a cold night, and after descending the chimney he jumps from one foot to the other to get warm, but very softly so as not to waken the children. After getting his breath again he bends over and reads the names on the stockings, and he puts a Christmas present into every one from the pack on his back. Then he climbs up the chimney on his rope and drives off to the next house.

*Exercises:*

1. Pulling in the Reindeer

Purpose: Arm exercise and correction of chest.

Taken in straight sitting position.

Signals: A. Hands on reins.

Stretch arms out in front.

B. Pull.

With elbows bent pull hands back to shoulders, with strong outward rotation of shoulder joint.

C. Let them go.

Same as A.

2. Warming Feet

Purpose: General exercise.

Signals: A. Hands on hips.

B. Up on toes.

C. Ready—run.

Run in the place, springing lightly from one foot to the other. At first give a signal (count) for each spring, later let them take it rhythmically.

## 3. Panting

Purpose: Full Breathing.

Signals: A. Breathe in.

Inhale through nose.

B. Breathe out—

Exhale through mouth.

## 4. Reading Names on Stockings

Purpose: Trunk exercise.

Signals: A. Hands on hips.

B. Bend forward.

Bend forward at hip joint, spine straight, eyes up.

C. Count (or, Read).

Count up to about six, turning head gradually from left to right. Or use names instead of numbers.

D. Straight up.

Spring into erect standing position.

## 5. Placing Presents in Stockings

Purpose: Leg and trunk exercise.

Signals: A. Reach.

Left hand on right shoulder (or the reverse).

B. Put it in.

Bend knees and bend body forward, reaching out to deposit presents.

C. Straight up.

Spring into erect standing position.

## 6. Climbing Rope up the Chimney

Purpose: Correction of chest and upper spine.

Signals: A. Hands on rope.

Left hand high up, right in front of chest.

B. Pull.

Bring upper hand strongly down till it rests on lower.

C. Move lower hand up as high as it will reach.

*Miscellaneous Suggestions:*

Drive the reindeer over different streets that the children know, and stop at definite children's houses. Let the child whose house is visited name the members of his family; Santa Claus then reads these names from the stockings. Let children suggest what presents shall be given to various members of the family.

## GYMNASТИCS, GRADE III

## LESSON I

Atten—tion!

Children assume the erect sitting position, lower portion of spine against chair back, upper portion poised well forward, chest active, head high, arms and fingers straight down at sides, feet flat on floor.

## Rest!

Rest sitting position, spine supported by chair back, general relaxation without "slumping."

Alternate the above commands several times.

## Atten—tion! Standing position—One!

One foot is stretched halfway across aisle.

## Two!

Children rise to fundamental standing position with the most direct movement possible.

## Change Places!

Children vacate every third aisle and stand in the remaining aisles according to height, shorter ones in front.

## Ready—run!

Children run rhythmically, row by row, around room and back to places.

## 1. Introductory. Atten—tion! Left (or right) in place—rest!

Atten—tion! Fundamental standing position: heels together, weight poised forward, head high, chest high and round, shoulder blades flat, arms and fingers straight down at sides, eyes to the front.

Left in place—rest!. Foot mentioned in command is placed diagonally forward, weight on backward foot, general relaxation without "slumping." Alternate left and right foot.

The "in-place-rest" position should follow every exercise and should itself be followed by "Attention!" before any other command is given.

## 2. Leg. Feet—close! Feet—open! Feet—close and open!

Foot closing and opening counting to six (or more)—start!

Feet—close! Bring inner edges of feet close together lifting toes and turning on heels.

Feet—open! Return to starting position.

## 3. Arch. Head to left—twist! Forward—twist! To right, etc.

Head twisting in four counts—1!—2!—3!—4!

1! To left. 2! Forward. 3! To right. 4! Forward.

## 4. Arm. Hips—firm! Po—sition!

Hands on hips, fingers in front, straight line from finger tips to elbows.

## 5. Leg. Alternate toe raising, counting to six (or more)—go!

Toe of one foot moves up while other is moving down, knees and hips straight.

## 6. Breathing. Arm sideways—raise!—sink!

Inhale while raising extended arms to height of shoulders in side plane. Exhale while lowering them.

## Ready—run!

Children run around room and back to their own seats, sitting down without command.

N. B. The directions for opening and closing this lesson apply to all the lessons for the third grade.

#### LESSON II

1. Leg. Foot placing sideways—*1!—2!* Together—*1!—2!*  
Feet sideways—place! Together—place!  
Foot placing sideways—*1!* Place left foot one foot-length's distance to left. *2!* Place right foot one foot-length's distance to right.  
Together—*1!* Replace left foot. *2!* Replace right foot.  
Feet sideways—place! Children count “*1! 2!*” while placing the feet.
2. Arch. Head to left—bend! Upward—raise! To right, etc.  
Head bending in four counts—*1!—2!—3!—4!*  
Eyes are kept to front during the bending.
3. Arm. Shoulders—firm! *Po—sition!*  
Forearm bent up sharply bringing hands to shoulders as far back as possible, so as to broaden chest and pinch shoulder blades together.
4. Trunk. Trunk forward—bend! Upward—raise!  
Bend in hip joint only, spine straight, eyes up, finger tips pointing backward; finish with horizontal position of back, or sooner if back begins to curve.
5. General exercise. *Mark time—march! Class—halt!*  
Mark time—march! Swing feet forward alternately beginning with left, and bring heels again together at each count. Keep shoulders steady. Class—halt! Two mark-time steps follow the word “halt,” the children counting aloud, “*1! 2!*” The word “halt” may fall on either left or right foot.
6. Breathing. Arms forward—raise!—sink!  
Inhale while raising extended arms to height of shoulders in front plane.

#### GYMNASTICS, GRADE IV

The direction for opening the lessons for the fourth grade are the same as for the third, but the run at the end of the lesson is omitted and an extra movement introduced.

Italicized commands indicate preparatory and finishing positions, not the essential exercise.

#### LESSON I

1. Introductory. One step forward (or backward)—*march!*  
Taken in two counts, children counting aloud. Step forward or backward with left foot, on “one” bring right foot up beside left with a click of the heels on “two.”
2. Leg. *Hips—firm!* Alternate toe raising, counting to eight (or more)—start! *Po—sition!*  
See Grade III, Lesson I, movements 4 and 5.

3. Arch. *Hips—firm!* Head to left—twist! Forward—twist! To right, etc.  
The same in four counts—1!—2!—3!—4!  
The same, class counting—“go! *Po—sition!*”  
1! To left. 2! Forward. 3! To right. 4! Forward.
4. Arm. Shoulders—firm! *Po—sition!*  
See Grade III, Lesson II.
5. Trunk. *Hips—firm!* Trunk forward—bend! Upward—raise! *Po—sition!*  
See Grade III, Lesson II.
6. General exercise. Mark time—march! Class—halt!  
See Grade III, Lesson II.
7. Breathing. Arm raising sideways—1!—2!  
See Grade III, Lesson I.

## LESSON II

1. Introductory. Two steps forward (or backward)—march!  
Two steps forward and backward—march!  
Two steps are taken in three counts. On “one” step forward with left foot, on “two” take full step forward with right foot, passing beyond left, on “three” bring left up to right with a click of the heels.  
In the combination of forward and backward steps class counts, 1—2—3!  
1—2—3!
2. Leg. *Hips—firm!* Feet sideways—place! Feet together—place! *Po—sition!*  
See Grade III, Lesson II.  
*Hips—firm!* Foot placing sideways, and together—start! *Po—sition!*  
Class counts—1!—2!—3!—4!
3. Arch. *Hips—firm!* Head to left—bend! Upward—raise! To right, etc.  
Head bending in four counts, 1—2—3—4!  
The same, class counting, start! *Po—sition!*  
Eyes are kept to front during bending.
4. Arm. Chest—firm! *Po—sition!*  
Each arm makes a horizontal shelf, elbow at height of shoulder in side plane, forearm bent forward, hand in front of chest touching it, palm down, hands as far apart as possible, elbows pulled well back.
5. Trunk. *Hips—firm!* Trunk to left—bend! Upward—raise! To right, etc.  
A deep inhalation should accompany the bending, an exhalation the raising.  
Shoulders squarely to front.
6. Jump. *Hips—firm!* *Heels—raise!* Spring jump with feet apart counting to eight—start! *Heels—sink!* *Po—sition!*

Children count aloud. They jump landing on toes with feet apart on the odd numbers and together again on the even numbers.

7. Breathing. Arm raising forward—raise!—sink!  
See Grade III, Lesson II.

### GYMNASISTICS, GRADE V.

The directions for opening the lessons for the fifth grade are the same as for the third with the exception of the run, which is omitted.

#### LESSON I

1. Introductory. One step forward—march! One step backward—march!  
One step forward and backward—march!  
See Grade IV, Lesson I.
2. Arch. *Hips—firm!* Head forward—bend! Upward—raise! *Po—sition!*  
Head forward—bend! Neck relaxes and head drops forward on active chest.  
Upward—raise! Raise head slowly and strongly with chin in and neck back; inhale deeply and lift chest strongly.
3. Arm. Arm stretching sideways—1!—2! Stretching downward—1!—2!  
Arm stretching sideways—1! “Shoulders firm” position (see Grade III, Lesson II). 2! Extend arms forcibly in side plane at height of shoulders, palms down, fingers straight.  
Stretching downward—1! “Shoulders firm” position. 2! Fundamental position with forcible extension.
4. Back. Shoulders—firm! Trunk forward—bend! Upward—raise! *Po—sition!*  
The same in four counts—1!—2!—3!—4!  
See Grade III, Lesson II.
5. General exercise. Mark time—march! Class—halt!  
See Grade III, Lesson II.
6. Breathing. *Arms forward—raise!* Arm moving sideways—1!—2!  
*Arms—sink!*  
Arms forward—raise! See Grade III, Lesson II.  
Arm moving sideways, 1! With thumbs up move extended arms sideways as far as they will go, inhaling meanwhile.  
2! Return arms to front plane, exhaling.

#### LESSON II

1. Introductory. Left—face! Right—face!  
Left facing four times—go!  
Left—face! Taken in two counts. On “one” turn  $90^{\circ}$  to left, pivoting on heel of left foot and pushing with toe of right foot. On “two” bring right heel against left with a click.

2. Leg. *Hips firm and left foot forward—place!* Feet—change! Foot changing, counting to eight—go! *In one count, po—sition!* Hips firm and left foot forward—place! Hands and foot move simultaneously. Foot is placed directly forward, two foot-lengths distance, weight evenly distributed between feet.  
Feet—change! Taken in two counts. On “one” left foot is brought back to fundamental position. On “two” right foot is placed forward.
3. Arch. Neck backward—bend! Upward—raise!  
Neck backward—bend! Bend head and neck backward with chin in and shoulders steady till the eyes look directly upward at ceiling. Upward—raise! Raise head with chin closely held in, at the same time pressing neck forcibly back against collar, making an effort to arch neck.
4. Arm. Chest—firm! Arms sideways—fling! Arms—bend! Po—sition!  
*Chest—firm!* Arm flinging sideways—1!—2! *Po—sition!*  
Chest—firm! See Grade IV, Lesson II. Arms sideways—fling! Quick and forcible extension of arms sideways. Arms—bend! “Chest firm” position.
5. Balance. Left leg forward—raise! Foot re—place!  
Leg is raised in front plane  $45^{\circ}$  or more, with knee straight and toe extended.
6. Abdominal. *Hips—firm!* Trunk to left—bend! Upward—raise! To right, etc.  
Trunk to left—bend! During a deep inhalation bend trunk to left curving from waist to top of head, stopping before there is any feeling of strain.
7. Back. *Hips—firm!* Trunk forward—bend! Head twisting—1!—2!—3!—4!  
Upward—raise! *Po—sition!*
8. General exercise. *Hips—firm!* Heel raising and knee bending—1!—2—3!—4!  
*Po—sition!*  
1! Raise heels. 2! Bend knees to right angle, turning them well out to side. 3! Straighten knees again. 4! Lower heels.
9. Breathing. Arm raising forward and upward—raise!—sink!  
Inhale while raising extended arms through the front plane to their full height above head.

#### GYMNASTICS, GRADE VI

The directions for opening the lessons for the sixth grade are the same as for the third with the exception of the run, which is omitted.

#### LESSON I

1. Introductory. One step forward (or backward)—march!  
Two steps forward and backward—march!  
Two steps backward and forward—march!  
See Grade IV, Lessons I and II.

2. Leg. *Hips—firm!* Foot placing forward and backward with change of feet—go! *Po—sition!*  
Class counts to four twice. 1! Place left foot forward one foot-length's distance. 2! Replace it. 3! Place it backward one foot-length's distance. 4! Replace it. Repeat with right foot.
3. Arch. Neck backward—bend! Upward—raise!  
See Grade V, Lesson II.
4. Arm. Arm stretching sideways—1!—2! Arm stretching downward—1!—2!  
See Grade V, Lesson 1.
5. Back. *Neck firm and feet sideways—place!* Trunk forward—bend!  
Upward—raise! *In one count po—sition!*  
Neck—firm! Tips of fingers meet on back of neck, elbows back, wrists straight, neck pressed back against fingers.  
Feet sideways—place! See Grade III, Lesson II.  
In combining the two above movements the left foot moves on first count, the hands and right foot on second count.  
Trunk forward—bend! See Grade III, Lesson II.  
In one count, po—sition! Bring heels together with a little jump, at same time bringing arms to fundamental position.
6. General exercise. Mark time—march! Class—halt!  
See Grade III, Lesson II.
7. Breathing. Arm raising sideways upward in two counts—1!—2!  
1! Raise extended arms through side plane to full height above head, turning hands at level of shoulders. 2! Return through side plane.

## LESSON II

1. Introductory. Left—face! Right—face!  
Left about—face! Right about—face!  
Left—face! See Grade V, Lesson II.  
Left about—face! The same technique as above, facing 180°.
2. Leg. *Hips firm and left foot forward—place!* Left knee—bend! Knee—stretch! Feet—change! Right knee, etc. *Po—sition!*  
Or, *Hips firm and left foot forward—place!* Knee bending and stretching counting to eight—go! Etc.  
Left knee—bend! Bend left knee to right angle, at the same time inclining trunk forward so as to maintain a straight line from backward heel up to shoulder.  
Feet—change! See Grade V, Lesson II.
3. Arch. *Hips firm and feet sideways—place!* Chest—raise! Re—turn!  
*Po—sition!*  
Chest—raise! With a full breath lift chest, carry head and neck backward

with chin in till eyes look at ceiling, and finally pinch shoulder blades together. Do not bend backward at waist.

Re—turn! Fundamental position.

4. Arm. *Shoulders—firm!* Left arm sideways—stretch! Arms—change! *Po—sition!* Shoulders—firm! See Grade III, Lesson II.  
Left arm sideways—stretch! Full forcible extension in side plane at height of shoulder, palm down.
5. Balance. *Hips—firm!* Heels—raise! Knees—bend! Deep—bend! Knees—stretch! Heels—sink! *Po—sition!*  
Knees—bend! To right angle with knees turned well apart.  
Deep—bend! Bend till almost sitting on heels.
6. Abdominal. *Left hip, right neck—firm!* Trunk to left—bend! Upward—raise! Arms—change! to right, etc.  
To left—bend! See Grade V, Lesson II.
7. Back. *Hips—firm.* Trunk forward—bend! Neck—firm! Hips—firm!  
Trunk—raise. *Po—sition!*  
Or, Change between neck and hips firm—1!—2!  
1! Raise heels. 2! Bend knees to right angle. 3, 4! Jump up with straight knees landing on toes softly with knees bent again. 5! Straighten knees. 6! Lower heels.
8. Jump. *Hips—firm!* Jump in place in six counts—1!—2!—3, 4!—5!—6!  
*Po—sition!*  
1! Raise heels. 2! Bend knees to right angle. 3, 4! Jump up with straight knees landing on toes softly with knees bent again. 5! Straighten knees. 6! Lower heels.
9. Breathing. Arm raising sideways with heel raising: raise!—sink! Inhale while combining heel raising with arm raising to height of shoulder in side plane.

## GYMNASTICS, GRADE VII

The directions for opening the lessons are the same as those for third grade with the exception of the run, which is omitted.

### LESSON I

1. Introductory. Left—face! Side step to left—march!  
Side step to right—march! Right—face!  
See Grade V, Lesson II, for facings.  
Side step to left—march! Taken in two counts: 1! Step to left with left foot. 2! Bring right heel up to left with a click.
2. Leg. *Neck—firm!* Heels—raise! Knees—bend! Knees—stretched!  
Heels—sink! *Po—sition!*  
Neck—firm! See Grade VI, Lesson I, movement 5.  
Heels raise, etc. See Grade V, Lesson II, exercise 8.
3. Arch. *Hips—firm!* Neck backward—bend! Upward—raise! *Po—sition!*  
See Grade V, Lesson II.

4. Arm. Arm stretching upward—1!—2!  
Arm stretching downward—1!—2!  
Arm stretching upward—1! “Shoulders firm” position. See Grade III, Lesson II. 2! Arms extended forcibly upward as high as stretched fingers can reach.  
Arm stretching downward, 1! “Shoulders firm” position. 2! Fundamental position.
5. Abdominal. *Neck firm and feet sideways—place!* Trunk to left—bend! Upward—raise! To right, etc. *Po—sition!*  
Feet sideways—place! See Grade III, Lesson II.  
In combining neck firm with feet sideways place the left foot moves on first count, the hands and right foot on second count.  
Trunk to left—bend! See Grade V, Lesson II.  
*Po—sition!* Taken in one count. With a little jump bring heels together and arms to fundamental position.
6. Jump. *Hips—firm!* Jump in place in six counts, 1!—2!—3, 4!—5!—6!  
*Po—sition!*  
See Grade VI, Lesson II.
7. Breathing. *Hips—firm!* Arm moving backward, 1!—2! *Po—sition!* 1! Inhale while drawing elbows back as far as possible. 2! Exhale while elbows move passively to starting position.

## LESSON II

1. Introductory. Review left and right, left about and right about facings, and march steps forward and backward, one step and two steps.  
See Introductory movements in all lower grades.
2. Leg. *Hips—firm!* Left forward fall—out! Feet—change! *Po—sition!*  
Left forward fall—out! Taken in one count. Left foot is placed three foot-lengths' distance forward with weight on it and knee bent to right angles. At the same time trunk is inclined forward so that there is a straight line from backward heel up through knee, hip, and spine to head. Both heels flat on floor.  
Feet—change! Taken in two counts: 1! Replace left foot with a spring from the toe. 2! Fall forward on right foot.
3. Arch. *Arms sideways stretch and feet sideways—place!* Chest—raise!  
Re—turn! *Po—sition!*  
Arms sideways stretch, etc. Taken in two counts: 1! Take “shoulders firm” position and place left foot sideways. On two extend arms sideways forcibly, palms down, and place right foot sideways.  
Chest—raise! See Grade VI, Lesson II.
4. Arm. *Shoulders—firm!* *Left arm sideways—stretch!* Arms—change!  
*Po—sition!*

Arms—change! Change with a very forcible bending of one arm and stretching of the other.

5. Balance. *Arms sideways—raise!* Left leg forward—raise! Feet—change! Re—place! *Po—sition!*  
Left leg forward—raise! See Grade V, Lesson II.  
Feet—change! Taken in two counts: 1! Replace left foot. 2! Raise right. Class counts.
6. Abdominal. *Sitting on desks—place!* *Hips—firm!* Trunk to left—twist! Forward—twist! To right, etc. *Standing position—place!*  
Sitting on desks—place! In the quietest quickest way take seats on desks, facing back of room, with toes braced under front edge of chairs.  
Trunk to left—twist! Twist shoulders as far as possible with erect position. Standing position—place! Quickly and quietly resume fundamental standing position facing front of room.
7. Back. *Chest—firm!* Trunk forward—bend! Arm flinging sideways, —1!—2! Trunk—raise! *Po—sition!*  
Chest—firm! See Grade IV, Lesson II.  
Trunk forward—bend! See Grade III, Lesson II.  
Arm flinging sideways, 1! Fling arms forcibly into side plane, well up to shoulder height. 2! Chest firm.  
This movement may be taken in rhythmic series at the command: The same in six counts—go!
8. Jump. *Hips—firm!* Jump forward—1!—2!—3, 4!—5!—6! *Po—sition!*  
Land on toes with knees bent about a foot in front of starting position.
9. Breathing. Arm raising forward, upward, and sinking sideways downward—raise!—sink!  
Raise! Inhale while carrying arms up to full height through the front plane. Sink! Exhale while bringing arms down through side plane, turning palms naturally on the way down.

#### GYMNASTICS, GRADE VIII

The directions for opening the lessons are the same as for third grade except the run, which is omitted.

##### LESSON I

The same as for Grade VII.

##### LESSON II

1. Introductory. Review left and right and left about and right about facings, and one and two march steps forward and backward.  
See Introductory movements in lower grades.
2. Leg. *Hips—firm!* Foot placing forward, sideways, and backward—start! *Po—sition!*  
Six counts with left foot, six with right. 1! Place left foot two foot-length's

distance forward carrying half the weight forward on it. 2! Replace. 3! Same sideways. 4! Replace. 5! Same backward. 6! Replace.

3. Arch. *Arms sideways stretch and feet sideways—place!* Chest—raise! Re—turn! *Po—sition!*  
See Grade VII, Lesson II.

4. Arm. Left arm sideways, right arm upward stretching—1!—2! Arm changing—1!—2! Downward stretching—1!—2!  
1! Always means, “shoulders firm” position.  
2! Extend arms forcibly with fingers straight in the direction indicated by command.

5. Balance. *Arms half sideways—bend!* Left (right) leg sideways—raise! Re—place! *Po—sition!*  
Arms half sideways—bend! Form a letter E lying on its back by raising arms in side plane to height of shoulders with forearms bent to right angles and hands pointing upward. Head makes middle stroke of letter E.  
Left leg sideways—raise! Raise leg about  $45^{\circ}$  in side plane with knee straight and toe pointed.

6. Abdominal. *Sitting on desks—place!* *Hips—firm!* Trunk backward—bend! Upward—raise! *Standing position—place!*  
Sitting on desks—place! In the quickest, quietest way take seats on desks, facing back of room, with toes braced under front edge of chairs.  
Trunk backward—bend! Bend backward about  $45^{\circ}$  in hip joint only, keeping chest active and head back.  
Standing position—place! Quickly and quietly resume fundamental standing position facing front of room.

7. Back. *Chest—firm!* Trunk forward—bend! Arm flinging sideways—1!—2!  
Trunk—raise! *Po—sition!*  
See Grade VII, Lesson II.

8. Jump. *Hips—firm!* Jump forward—1! 2!—3! 4!—5!—6!  
See Grade VII, Lesson II.  
The jumping counts “3, 4!” may be repeated several times, before finishing with “5!—6!”

9. Breathing. Arm rotation and deep breathing—1!—2!  
Inhale while arms are rotated outward until thumbs point backward, exhale while returning to starting position.